Guide for Accredited–Funded Private School Authority Education Planning and Results Reporting

Requirements for three-year education plans for 2009/10 – 2011/12 and annual education results reports for November 2009

April 2009

Government of Alberta
Education

Guide to Accredited–Funded Private School Education Planning and Results Reporting, 2009-2012©

This document is intended for accredited–funded private schools that provide a complete elementary, junior and/or senior high school program. It provides the requirements for private school authority:

- three-year education plans for 2009-2012. These plans cover the 2009/10, 2010/11 and 2011/12 school years. The due date for accredited funded private school plans has been extended to June 30, 2009.
- annual education results report for the 2008/09 school year, based on the three-year education plans for 2008-2011. These reports are due on November 30, 2009.

This document is also available online at http://www.education.gov.ab.ca/publications/

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Guide for Accredited-Funded Private School Education Planning and Results Reporting, 2009 edition

Requirements for:

- Accredited-funded private school three-year education plans, 2009/2010 to 2011/2012
- Accredited-funded private school annual education results reports, November 2009

This guide is issued under authority of the following:

- *Alberta Regulation 190/2000, School Act, Private Schools Regulation, Sections 15, 18 and 22.*
- *Alberta Regulation 120/2008, Government Organization Act, Education Grants Regulation, Section 7*

Deputy Minister of Education

April 20, 2009
Date

Guide to Accredited–Funded Private School Education Planning and Results Reporting, 2009-2012

Table of Contents

	Key information	ii
1.	Background	1-1
	Structure and Purpose of Alberta's K-12 Education System	1-1
	Accountability in Alberta's K – 12 Education System	1-1
	Legislative Authority	1-2
	School Authority Accountability Policy	1-3
	Accountability Framework for the K-12 Education System	1-3
	Performance Management Cycle for School Authority Accountability	1-4
	Accountability Pillar	1-5
	Accountability Pillar Evaluation Methodology	1-6
	Accountability Pillar Results and Evaluations for Accredited-Funded Private Schools	1-8
	Private School and Alberta Education Review and Follow-up	1-9
2.	Education Plans for Accredited–Funded Private School Authorities	2-1
	Preparing/Updating Education Plans	2-1
	Considerations in Updating Education Plans	2-2
	Communicating Education Plans	2-2
	Education Plan Due Date	2-2
	Reviewing Education Plans	2-3
	The Components and Requirements of Private School Authority Three-Year Education Plans 2009-2012	2-3
3.	Results Report for 2008/2009 (November 2009)	3-1
	Preparing Results Reports	3-1
	Reporting-Related Communications	3-2
	Results Report Due Date	3-3
	Reviewing Annual Education Results Reports	3-3
	Components of Private School Authority Annual Education Results Reports	3-3

Appendices

A.	Legislation and Regulations – Key Excerpts	1
B.	Definitions for Required Performance Measures	3
C.	Glossary of Planning and Accountability Terms	9
D.	Development of the Accountability Pillar	15
E.	References	17

Key information

What's changed?

Key changes are highlighted throughout the document and include:

	Page
• The School Authority Accountability Policy has been revised and incorporated into the planning and reporting guide, along with citations from the relevant legislation and regulations, expanded information on school authority accountability and the accountability framework for Alberta's K – 12 education system.	1-1 to 1-3, Appendix A, Appendix C
• A methodology has been developed to phase in the improvement and overall evaluations when a new performance measure is added to the Accountability Pillar. Preliminary evaluations will be calculated beginning with two years of results and provided each year until there are four years of results when the complete improvement and overall evaluations can be calculated. This will be applied to the Rutherford Scholarship eligibility measure.	1-5, Appendix B, page 6
• The criteria for an overall evaluation of "Concern" has been expanded to include an achievement evaluation of "Very Low" along with an improvement evaluation of "Maintained."	1-7
• Starting in 2009, optional formats for the three-year education plan (3YEP) and the Annual Education Results Report (AERR) will be populated with the Accountability Pillar results and provided with the Accountability Pillar reports on the Extranet –- the plan format in May and the AERR format in October.	2-2, 3-1, 3-3
• Notify the Zone Director that your school authority's 3YEP and AERR are available on your website. In previous years this notification was provided to the Provincial Coordinator, Private Schools.	2-2, 3-3
• The Alberta Commission on Learning measures are no longer required in three-year education plans, starting with the 2009-2012 plan. The questions remain on the 2009 Accountability Pillar surveys for reporting in the November 2009 AERR.	2-6, 3-5
• There is a new goal (Goal 3) on First Nations Métis and Inuit (FNMI) student success with corresponding outcome and performance measures. The purpose of this goal is to emphasize the importance of improving programs and results for FNMI students and to reduce the achievement gap between FNMI students and Alberta students overall. The new goal applies to Level 2 private school authorities. Level 2 private school authorities that enrol no or very few self-identified FNMI students should include a reference in Goal 3 to their strategies in Goals 1 or 2 to meet the diversity of student needs. Strategies to address needs of FNMI students to achieve outcomes not included in the FNMI goal, e.g., safe and caring, effective working relationships, are appropriate to include in other goals. Strategies for FNMI students for common outcomes, such as high school completion, can be included in Goal 1 and referenced in Goal 3 to avoid duplication. School authorities will receive FNMI results, as available, in the Accountability Pillar reports on the Extranet starting in May 2009 for internal use. Introduction of school-level public reporting of FNMI results in 3YEPs and AERRs in a future year will be determined in consultation with stakeholders. A timeline for providing results and evaluations to school authorities for the new FNMI measures has been added to Appendix B.	2-4 to 2-9, Appendix B, pages 5 & 7 2-5, 2-6, 2-9, Appendix B, page 7
• Clarified that Level 2 private school three-year education plans and action plans must be updated in the fall when the new year of achievement test and diploma exam results become available, if either of these measures has an overall evaluation of "Issue" or "Concern."	2-7

Section

1

Background

Structure and Purpose of Alberta's K-12 Education System

The basic education of Alberta's children is the responsibility of the provincial government and is governed by the *School Act*. Per provisions of the *School Act*, education is delivered by a system of schools operated by school boards and francophone, charter school and private school authorities for the benefit of students. The highest priority of the K-12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students and the Ministry of Education assures the quality of education provided by school authorities.

Accountability in Alberta's K – 12 Education System

Accountability arises from a delegation of responsibility from one party to another. Some discretion in how these delegated responsibilities are exercised is associated with the delegation to an accountable organization. This delegation of responsibilities also comes with an obligation to answer for and publicly report on the discharge of responsibilities associated with the delegation of responsibilities and results achieved by the accountable organization. Consequences are conferred on the accountable organization based on performance.

In Alberta's K – 12 education system, school authorities (school boards, francophone education authorities, charter schools and accredited private school authorities) are considered accountable organizations. The Ministry of Education allocates funds to school authorities to fulfill their delegated responsibilities to provide education programs for Alberta K – 12 students, which creates an accountability relationship between the Ministry and school authorities. This accountability relationship is established in legislation, as summarized below.

Note: Separate planning and reporting guides are available for Alberta school boards (public, separate and Francophone school authorities) and for charter schools on the Ministry of Education's website.

Legislative Authority

Section 18 of the Private Schools Regulation under the *School Act* establishes the requirement for operators of accredited-funded private schools to prepare three-year education plans and annual education results reports as specified by the Minister. As well, under Section 22, the operator of such private schools must provide to the Minister any information relating to the school that the Minister requests in writing. Section 7 of the Education Grants Regulation under the *Government Organization Act* requires recipients of grants from the Ministry of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant. The full text of these sections of legislation and regulations is provided in Appendix A.

To operationalize the accountability relationships and processes established in provincial legislation, the *Guide for Accredited-Funded Private School Authority Planning and Results Reporting* contains the Minister's requirements for school board and school three-year education plans and annual education results reports pursuant to the *Government Organization Act* and the *School Act*. With the elimination of the *Policy, Regulations and Forms Manual*, the *Guide for Accredited-Funded Private School Authority Planning and Results Reporting* also contains the updated school authority accountability policy.

This guide has been prepared to assist Alberta's accredited–funded private school authorities in preparing, updating and reporting on their three-year education plans. The Minister's requirements in the *Guide for Accredited-Funded Private School Authority Education Planning and Results Reporting* ensure that private school authority plans and results reports align with and build on Alberta Education's vision, mission, goals and outcomes for the basic education system. In this way, these Ministry and private school authority documents help ensure that the K – 12 education system is focused on a common purpose and direction to meet the educational needs of Alberta students. At the same time, private school authority plans and reports may incorporate local goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of the school community. In short, they reflect local needs and priorities within the context of provincial direction and framework.

School Authority Accountability Policy

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- establish a system of accountability for results that encompasses their schools
- interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes
- use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

Accountability Framework for the K-12 Education System

The Accountability Framework for the K-12 education system is a formal structure established by the Ministry to support accountability throughout the system and ensure alignment with provincial direction so that the highest priority of the education system is the success of the student. The Accountability Framework consists of:

- Three-year Education Plans (3YEPs) which contain
  - measurable goals and outcomes
  - performance measures to provide information on achievement of outcomes
  - targets that indicate a desired level of performance
  - strategies to achieve outcomes and improve results
- implementation of strategies, adjusting if necessary
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and whether improvement has taken place
- answering to the Ministry for performance results over time
- a performance management cycle that supports continuous improvement and critical reflection in the K-12 education system.

Performance Management Cycle for School Authority Accountability

For private school authorities, the performance management cycle involves:

- developing/updating plans that are aligned with provincial goals, outcomes and performance measures
- incorporating community input
- preparing budgets that allocate resources to achieve goals and improve results
- implementing strategies to improve student learning and achievement
- monitoring and adjusting as needed
- measuring, analyzing and reporting results
- using results to identify areas for improvement and to develop strategies for the next plan, i.e., evidence-based decision-making
- communicating with stakeholders (staff, students, parents or guardians, parent advisory councils, the public and Alberta Education staff and the Minister) about private school authority plans and results.

The performance management cycle is illustrated below.

Develop and Communicate Plan
Prepare Budget
Implement Strategies (monitor & adjust)
Measure & Analyze Results
Report Results (performance & financial)
Identify Areas for Improvement

Performance Management Cycle for School Authority Accountability

For private school authorities, the performance management cycle involves:

- developing/updating plans that are aligned with provincial goals, outcomes and performance measures
- incorporating community input
- preparing budgets that allocate resources to achieve goals and improve results
- implementing strategies to improve student learning and achievement
- monitoring and adjusting as needed
- measuring, analyzing and reporting results
- using results to identify areas for improvement and to develop strategies for the next plan, i.e., evidence-based decision-making
- communicating with stakeholders (staff, students, parents or guardians, parent advisory councils, the public and Alberta Education staff and the Minister) about private school authority plans and results.

The performance management cycle is illustrated below.

Accountability Pillar

Accountability for results in Alberta's K-12 education system was strengthened with the implementation of the Accountability Pillar of the Renewed Funding Framework.

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years. School authority performance is measured, evaluated and reported by comparing current results against both past performance and provincial standards on a common set of measures for all school authorities, using a common evaluation methodology.

School authorities continue to be accountable for meeting the learning needs of all students and ensuring that applicable provincial legislation, regulations, policies and standards are met.

The Accountability Pillar enhances the use of measurement in performance management of school authorities. It includes:

- a concise set of performance measures that address important outcomes of K – 12 education (see list of measures organized by goal and outcome on page 2-6)
- results for performance measures calculated by Alberta Education, using consistent methodologies, including annual surveys of parents, students and teachers for Level 2 private schools
- a standard methodology to evaluate results in a fair and transparent manner
- consistent, accessible data reports from Alberta Education to school authorities on the Accountability Pillar measures for use in school authority and school planning and reporting.

Note: There are three types of performance measures in the Accountability Pillar:
- student achievement (provincial achievement tests and diploma exams)
- student outcomes (dropout rates, high school completion, diploma exam participation, Rutherford Scholarship eligibility, post-secondary transition rates)
- survey measures on various aspects of the quality of education.

Accountability Pillar Evaluation Methodology

Alberta Education assesses results on the performance measures calculated by the Department and provided to accredited-funded private school authorities. The evaluation of these measures provides a consistent and transparent framework for interpreting results and helps school authorities identify areas needing improvement.

Note: All the required measures are calculated and evaluated for Level 2 private school authorities. All non-survey required measures are calculated and evaluated for Level 1 private school authorities, as these schools do not participate in Accountability Pillar surveys.

Each measure within the set of Accountability Pillar measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations. Four years of results are used to evaluate a measure.

The **achievement** evaluation compares the current private school result against fixed standards for each measure, which are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all school jurisdiction baseline three-year average results. These standards are held constant for seven to ten years. The comparison of the current result to the standards results in one of the following achievement levels:

- Very high (blue) for results at or above the 95th percentile
- High (green) for results between the 75th and 95th percentiles
- Intermediate (yellow) for results between the 25th and 75th percentiles
- Low (orange) for results between the 5th and 25th percentiles
- Very low (red) for results below the 5th percentile.

Note: The Achievement Evaluation Table in the Measure Evaluation Reference section of the private school's Accountability Pillar Overall Summary report provided in May and October contains the range of values for each standard for each measure.

The **improvement** evaluation compares the current private school result with the prior three-year average private school result for each measure, using a statistical test to determine the extent of change. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

Note: The Improvement Evaluation Table in the Measure Evaluation Reference section of the school authority's Overall Summary Report contains information about the statistical test used to determine change in results over time.

When new measures are added to the Accountability Pillar, a preliminary **improvement** evaluation will be calculated beginning with two years of results until four years of results are available for the full improvement evaluation. This phase-in of the improvement evaluation will start with the new Rutherford Scholarship measure.

The evaluations of improvement and achievement are combined for the **overall** evaluation for the measure, resulting in one of the following overall evaluations for the measure:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The revised table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure. Starting with the May 2009 evaluations, results that have a "Very Low" achievement evaluation along with a "Maintained" improved evaluation will have an overall evaluation of "Concern" (formerly "Issue").

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent				Acceptable
Improved	Excellent			Acceptable	Issue
Maintained	Excellent		Acceptable	Issue	Concern
Declined		Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

When new measures are added to the Accountability Pillar, a preliminary **overall** evaluation will be provided beginning with two years of results until the full improvement evaluation, which uses four years of results, is available.

The measures are organized into the following seven categories:

- Safe and Caring Schools
- Student Learning Opportunities

Note: The Improvement Evaluation Table in the Measure Evaluation Reference section of the school authority's Overall Summary Report contains information about the statistical test used to determine change in results over time.

When new measures are added to the Accountability Pillar, a preliminary **improvement** evaluation will be calculated beginning with two years of results until four years of results are available for the full improvement evaluation. This phase-in of the improvement evaluation will start with the new Rutherford Scholarship measure.

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Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Excellent	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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The measures are organized into the following seven categories:

- Safe and Caring Schools
- Student Learning Opportunities

- Student Learning Achievement (Grades K-9)
- Student Learning Achievement (Grades 10-12)
- Preparation for Lifelong Learning, World of Work, Citizenship
- Parental Involvement
- Continuous Improvement

Each category of measures is given an evaluation that is based on average of the overall evaluation for each measure within the category. This results in one of the following category evaluations:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

The table that follows provides an example of the measure and category evaluations:

Category	Measure	Evaluations			
		Achievement	Improvement	Overall	Category
Student Learning Achievement (Grades 10 - 12)	Diploma: Acceptable	High	Maintained	Good	Acceptable
	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate	High	Improved	Good	

Accountability Pillar Results and Evaluations for Accredited-Funded Private Schools

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the Accountability Pillar measures to private schools twice a year:

- in May to address their three-year education plan
- in October when the new year of achievement test and diploma exam results are available for use in reporting results in their AERR.

Starting in May 2009, Alberta Education's Accountability Pillar Online Reporting Initiative (APORI) system provides the capacity to generate additional breakdowns (e.g., for specific subgroups, such as home

- Student Learning Achievement (Grades K-9)
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- Parental Involvement
- Continuous Improvement

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	Diploma: Excellence	Intermediate	Declined	Issue	
	Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable	
	Rutherford Scholarship Eligibility Rate				

Accountability Pillar Results and Evaluations for Accredited-Funded Private Schools

Alberta Education collects data, calculates and provides five years of results, prior three-year averages and evaluations for the Accountability Pillar measures to private schools twice a year:

- in May to address their three-year education plan
- in October when the new year of achievement test and diploma exam results are available for use in reporting results in their AERR.

Starting in May 2009, Alberta Education's Accountability Pillar Online Reporting Initiative (APORI) system provides the capacity to generate additional breakdowns (e.g., for specific subgroups, such as home

education, ESL students) to help private schools analyze and address their results.

All private schools

All accredited private school authorities are required to include:

- the most recent result in their three-year plans
- strategies to address their results in their three-year education plans
- five years of results (or as many years as are available, if less than five years) in their AERRs.

Level 2 private schools

- Level 2 private schools i.e. those that accepted the higher level of funding starting in September 2008, also must:
  - participate in the Accountability Pillar surveys starting in January 2009
  - include the May 2009 Accountability Pillar evaluation summary in their three-year education plan for 2009-2012
- address the results by including and highlighting strategies to improve any result that has an evaluation in May 2009 of "Issue" or "Concern"
- set an improvement target for any measure with an evaluation in May 2009 of "Issue" or "Concern"
- include the October 2009 Accountability Pillar evaluation summary in their November 2009 AERR

Results of the provincially administered Accountability Pillar surveys will be provided to Level 2 private school authorities for the first time in May 2009, along with an achievement evaluation for each survey measure. Improvement and overall evaluations for the Accountability Pillar survey measures will be calculated in future years when more years of survey results are available.

Private School and Alberta Education Review and Follow-up

All private schools

The evaluation of the Accountability Pillar measures provides a consistent, fair and transparent assessment of results and helps private school authorities identify areas needing improvement. The results and evaluations of Accountability Pillar measures provide information on private school performance and trends over time. Private school authorities are responsible for:

- applying their expertise in data and program analysis as well as their knowledge of local conditions (context) to develop an understanding of the results
- determining how best to bring about improvement.

All private school authorities are required to address results in their three-year plans by including strategies for each outcome, e.g., strategies to maintain good results.

Level 1 private schools

Level 1 private school authorities set targets for provincial achievement tests and diploma exams.

Level 2 private schools

For any Accountability Pillar measure with an overall evaluation of "Issue" or "Concern", **Level 2 private school authorities** are required to:

- include and clearly identify (e.g., highlight) in their three-year education plans strategies that will improve results over time, taking into account the factors affecting performance based on data and contextual analysis
- set incremental targets for each year of the plan for measures that have an overall evaluation of "Issue" or "Concern".

Alberta Education staff review private school three-year education plans to determine:

All private schools

- whether the plan and AERR contain all required components
- whether the plan clearly addresses results on required measures

Level 2 private schools

- whether Level 2 private schools have included and highlighted strategies and set targets for any measure with an overall evaluation of "Issue" or "Concern" in May 2008.

Alberta Education staff meet with staff from accredited–funded private school authorities as follows:

Level 1 Private Schools	Level 2 Private Schools
On-site monitoring visits, which include reviews of three-year education plans and AERRs, occur for 20% of Level 1 accredited-funded private schools each year.	Two meetings annually, one to discuss the three-year education plan, the other to discuss the AERR, occur for all Level 2 accredited-funded private schools. Ministry staff review the document under discussion prior to the meeting.

Section

2

Education Plans for Accredited–Funded Private School Authorities, 2009-2012

An Overview of the Process

Preparing/Updating Education Plans

The planning component of the performance management cycle for private school authorities involves:

- updating three-year education plans annually in keeping with provincial direction for the ECS-12 education system
- developing the budget to support the plan.

Updated private school authority plans maintain a three-year timeframe — as one year is completed another is added, rolling the plan forward. At the same time:

- strategies and targets are adjusted based on performance over time, results on required measures, and local factors such as changes in private school priorities and the operating environment (context)
- the budget is developed to implement the first year of the plan and to position the private school for future years.

This approach allows private school authorities to be responsive to student and community needs and to focus on continuous improvement while maintaining continuity from year to year and consistency with provincial direction.

The ultimate authority and accountability for a private school authority's three-year education plan rests with the board of directors. The board provides overall direction for the education plan. In consultation with parents, staff and other stakeholders in their community, the private school administration develops a planning and budgeting process that meets the private school's needs and is responsible for preparing the content of the plan for approval by the board of directors.

Level 2 private schools

An **optional** template in Word that is populated with the Accountability Pillar results will be provided on the Extranet with the Accountability Reports in May 2009. The template is based on school board three-year education plan requirements so is a starting point for private school education plans.

Considerations in Updating Education Plans

Private school authorities are required to update their three-year education plans each year, taking the following considerations into account:

- prior years' results and targets for the previous three-year education plan
- input from stakeholders such as parent councils (if applicable), students, parents and the school community
- available resources
- Alberta Education's annual three-year business plan and performance results
- feedback from Alberta Education.

Entirely new plans are prepared infrequently. However, components such as strategies and targets are reviewed and updated each year, while components such as the vision, mission and beliefs (foundation statements) are revisited and refreshed on an occasional basis at a time chosen by the private school authority's board of directors.

Communicating Education Plans

Three-year education plans are public documents, which must be posted on the private school authority's website. This includes any amendments or updates. Private school authorities are encouraged to use a variety of methods to communicate their plans and their achievements to the broader school community, such as newspaper inserts, brochures and community meetings.

Education Plan Due Date

Three-year education plans for private schools are **due by May 31** of each year **(extended to June 30, 2009 for the 2009-12 plan).** Private schools are **required** to post their updated three-year plans on their websites in a publicly accessible format by the due date and notify Alberta Education by sending an e-mail to their Zone Director along with the web link to the plan. If plans are revised after initial notification (e.g., if strategies are adjusted to

improve achievement test or diploma exam results after the new year of results are available), private schools **must** advise the Provincial Coordinator by e-mail of the changes and the posting of the revised plan.

Reviewing Education Plans

Alberta Education staff review private school authority three-year plans to:

- enhance the department's understanding of the private school authority's context
- encourage private school authority improvement efforts
- monitor compliance with provincial requirements
- identify implications for provincial planning.

Level 1 **Level 1 private school authorities:** 20% of plans are monitored annually by Alberta Education staff, during on-site monitoring.

Level 2 **Level 2 private school authorities:** all plans are reviewed centrally by Alberta Education staff each year and then discussed during an on-site visit with the school authority.

The Components and Requirements of Private School Authority Three-Year Education Plans 2009-2012

All private schools [Components are required unless identified as optional. Components are defined in Appendix C, pages 7-8. An **optional** template in Word that is pre-populated with results will be provided for each private school authority on the Extranet along with the May 2009 Accountability Pillar reports. The template is based on school board 3Y EP requirements so is a starting point for the private school plan.

Education plans for 2009/10 – 2011/12 include the following components:

Optional ❒ A **message** from the board chair.

Required ❒ An **accountability statement**, worded as follows:
The Education Plan for (name of private school authority) for the three years commencing September 1, (year) was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private *Schools Regulation* and the *Education Grants Regulation*. This Education Plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The Board is committed to achieving the results laid out in this plan.

Optional

❒ Information on how the plan was or will be communicated to parents, the school community and the public. Also include a publicly available link to the plan posted on the private school authority's website.

Optional

❒ **Foundation statements** (i.e., vision, mission, principles and beliefs that articulate the private school authority 's values and purpose. These are consistent with the corresponding statements in Alberta Education's business plan. Note changes to Ministry vision and mission in Alberta Education's 2009 – 2012 business plan. Review the alignment of the private school authority 's statements with the Ministry's statements in light of these changes and update as necessary

Optional

❒ A **profile of the private school**.

Optional

❒ **Trends and Issues.**

Required

❒ **Provincial goals, related outcomes, performance measures and targets:**

- the required goals, outcomes and performance measures (see list on page 2-5) as follows:

Level 1

- Goals 1, 2 and 4 are required for Level 1 private schools

Level 2

- all goals (1-4) are required for Level 2 private schools

Level 2

- the one-page evaluation of results from the May 2009 Accountability Overall Summary report provided by Alberta Education, which contains the evaluation for each Accountability Pillar measure and category (Goals 1, 2 and 4)

Note: The Accountability Pillar Overall Summary report provided to private schools in May 2009 will include:

Level 1

- **For Level 1 Private Schools:** the data **for non-survey measures** needed for their plans (Level 1 private schools report their own survey results).

Level 2

- **For Level 2 Private Schools:** the data **for all measures** (including, for the first time in 2009, the provincially administered survey results) needed for their plans.

The Accountability Pillar Overall Summary reports for the AERR will be provided in October when the 2009 achievement test and diploma exam results become available.

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for private school three-year education plans for 2009/10 to 2010/11. The measure that is not part of the Accountability Pillar is shaded in gray.

GOAL ONE: High Quality Learning Opportunities

OUTCOME: **School environments are safe and caring.**
- Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

OUTCOME: **The education system meets the needs of all K–12 students, our society and the economy.**
- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- Overall teacher, parent and student satisfaction with the overall quality of basic education.

OUTCOME: **Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.**
- Annual dropout rate of students aged 14 to 18 *(high school programs)*.

OUTCOME: **Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.**
- High school completion rate of students within three years of entering Grade 10 *(high school programs)*.

GOAL TWO: Excellence in Student Learning Outcomes

OUTCOME: **Students demonstrate high standards in learner outcomes.**
- Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests [for **Level 1 private schools** – for each grade and subject; for **Level 2 private schools** - overall percentage across all grades and subjects] (cohort results) *(elementary/junior high school programs)*.
- Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on diploma examinations [for **Level 1 private schools** – for each examination; for **Level 2 private schools** - overall percentage across all examinations] *(high school programs)*.
- Percentage of students writing four or more diploma exams within three years of entering Grade 10 *(high school programs)*.
- Percentage of Grade 12 students eligible for a Rutherford Scholarship *(high school programs)*.

OUTCOME: **Students are well prepared for lifelong learning.**
- High school to post-secondary transition rate of students within six years of entering Grade 10.
- Overall teacher and parent satisfaction that high school graduates demonstrate the knowledge and skills for lifelong learning (required for K – 9 private schools; optional for high school programs).

OUTCOME: **Students are well prepared for employment.**
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

OUTCOME: **Students model the characteristics of active citizenship.**
- Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

GOAL THREE: Success for First Nations, Métis and Inuit (FNMI) Students *(Level 2 private schools)*

OUTCOME: **Key learning outcomes for FNMI students improve.**
- Annual dropout rate of self-identified FNMI students aged 14-18.
- High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations within three years of entering Grade 10.
- Percentage of self-identified FNMI students writing four or more diploma examinations.
- Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
- High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10.

  Note: The introduction of public reporting of FNMI results in Level 2 private school authority 3YEPs and AERRs in a future year will be determined in consultation with stakeholders.

GOAL FOUR: Highly Responsive and Responsible School Authority

OUTCOME: **The private school authority demonstrates effective working relationships.**
- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

OUTCOME: **The private school authority demonstrates leadership, innovation and continuous improvement.**
- Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Notes:
- The results for the measures will be available in the Accountability Pillar Overall Summary reports on Alberta Education's Extranet, including survey results for Level 2 private schools.
- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- See Appendix B for a brief definition of each performance measure.

For each required outcome, include:

- the measures used to assess progress and achievement of the outcome (see list on page 2-5) as follows:

Level 1
- **For Level 1 Private Schools:** the measures statements for the most recent school and provincial result for Goals 1, 2 and 4

Level 2
- **For Level 2 Private Schools:** the measures statements for Goals 1-4 and reference to the most recent school and provincial result, prior three-year average and evaluation for all Accountability Pillar measures for Goals 1, 2 and 4 on the overall summary page.

- private school **targets** for each year of the plan as follows:

Level 1

For Level 1 Private Schools:

- targets for each year of the plan for provincial achievement test cohort results (acceptable and excellence) for each subject and grade, except for social studies. Tests for the new social studies program starts in 2009/2010; results will not be comparable to current results.
- targets for each year of the plan for equated diploma examination results (acceptable and excellence) for which there is more than one year of results, as follows:
  - a target for the first year of the plan when there are only two years of results
  - targets for two years when there are only three years of results (i.e., for Applied Math 30, Biology 30 and English Language Arts 30-1 and 30-2)
  - targets for all three years of the plan when there are four or more years of results (i.e., for Pure Math 30).

  Note: Diploma examinations for French Language Arts 30 and Français 30 and Science 30 are not equated (as numbers writing are not sufficient for equating); targets are not required for these exams. Targets also are not required for Social Studies 30-1 and 30-2, Chemistry 30 and Physics 30 in

the 2009-2012 education plan. These are new exams in 2009/2010 and results are not comparable to the current Social Studies 30 and 33, Chemistry 30 and Physics 30 results.

Level 2 private schools

For Level 2 Private Schools:

- targets for each year of the plan for results on Accountability Pillar measures with an overall evaluation of "Issue" or "Concern."

  These targets for Level 2 private schools must reflect reasonable progress toward or move into the next higher achievement standard (as defined by the evaluation methodology - see pages 1-5 to 1-8) over the plan period. For example, if the private school authority result is more than 10 percentage points below the next higher achievement standard, it may not be possible to move into that higher standard in three years, but it would be possible to achieve results that are closer to the next standard. Refer to the Achievement Evaluation Table included in the Accountability Pillar Overall Summary report on the Extranet for the range of results that are included in each achievement standard.

  Notes:

  - As gains are made toward or into the next achievement standard, the improvement evaluation will reflect this progress with an evaluation of "Maintained" or higher.
  - Only Accountability Pillar measures with multiple years of data available receive an overall evaluation. Since Accountability Pillar survey measures are reported for the first time in 2009 for Level 2 private schools and the basis for calculating the Rutherford Scholarship is new this year, these measures will have only an achievement evaluation in 2009, not an improvement or overall evaluation.

Optional

Private schools are encouraged to include additional results or contextual information to help explain strategies and targets to parents and the public, such as:

- participation rates in achievement tests
- five-year high school completion rates
- survey results for a particular respondent group.
- **For Level 2 private schools:** achievement tests or diploma exam results for specific grades and subjects

Required

❒ Local strategies (at least one strategy for each outcome in the plan) that:

- address learning needs and achievement of outcomes for all students
- address learning needs of specific populations of students, such as home education students, students with special education needs, ESL and for Level 2 private schools, FNMI students
- focus on achievement of outcomes

Level 1

Level 1 private schools: focus on improvement of results that are below expectations and maintaining good results

Level 2

Level 2 private schools: improve results on any Accountability Pillar measure with an overall evaluation of "Issue" or "Concern."

Required – all private schools

❒ **Budget Highlights.** This section presents highlights from the private school authority's budget for the first year of the three-year plan in a way that is easily understood, transparent and meaningful to the public. Budget highlights **must** provide key financial information about the upcoming school year, focusing on anticipated material changes from the current year. This section may refer to budgeted changes in enrolment, certificated and un-certificated staff, programs, funding, revenues and expenses, annual surpluses or deficits and accumulated surpluses.
This section must include:

- guiding principles the private school authority uses in financial planning
- charts/tables that summarize information from the private school authority's budget
- information on how to access additional budget information and the private school authority's Budget Report Form

Level 2

- for **Level 2** private schools, anticipated revenue from Alberta Education for the 2009/2010 school year based on budgeted enrolment projection.

Required

- ❒ **Publication and Communication:** Private schools must post their updated education plans on their websites in a publicly available format by May 31st (extended to June 30, 2009 for the 2009 – 2012 plan), and include the following additional information:
  - Indicate how the plan was or will be communicated to parents, parent advisory councils (if applicable) and the broader school community
  - Include the web link to the private school three-year education plan in both the print and posted versions of the document.

Section

3

Results Report for 2008/2009 (November 2009)

An Overview of the Process

Preparing Results Reports

Each year, accredited-funded private schools **must** measure and interpret their performance and report on their progress toward achieving the goals and outcomes of their three-year education plans in their Annual Education Results Report (AERR).

Level 1

Level 2

For the survey measures, **Level 1 private schools** administer and report on their own surveys, while **Level 2 private schools** must participate in and report on the Accountability Pillar surveys administered by Alberta Education. All private schools **must** report on and respond to the measurement information received from Alberta Education in the Accountability Pillar reports in October 2009. The performance measure results are a primary source of information for assessing and reporting on performance, and for determining where improvements are needed.

The AERR is prepared under the direction of the private school authority's Board of Directors, using a process determined by the school authority administration. The report is approved by the private school authority's board and informs parents and others in the school community where the private school is in relation to where it wants to be in achieving its goals and outcomes. It demonstrates that the private school authority is accountable for results and for the wise use of resources to provide quality programs for students and to address areas for improvement. AERRs provide private school authorities with the opportunity to summarize their accomplishments, in addition to reporting on performance.

Level 2

Note: An optional populated template in Word for the AERR for Level 2 private school authorities will be provided with the October 2009 Accountability Pillar reports.

In preparing their results reports, private school authorities compile, assess and report information that pertains to the performance measures identified in their three-year education plans, taking into account provincial results, trends and context (see Alberta Education's 2008/09 Annual report published September 2009 for provincial context), as well as local context. Private school authority results come from:

- Alberta Education (which provides results and evaluations in the Accountability Pillar Overall Summary reports on the Extranet for the required measures).

  Notes:

  Level 1
  - **For Level 1 private schools**, the Accountability Pillar reports will not include survey results, as Level 1 private schools administer their own surveys.

  Level 2
  - **For Level 2 private schools**, the Accountability Pillar reports provided in May 2009 will include, for the first time, results and achievement evaluations of Accountability Pillar surveys of students, parents and teachers.

- local sources including locally developed surveys[1] used to collect information for local performance measures.

Reporting-Related Communications

Annual education results reports (AERRs) are public documents. Private school authorities **are required to** post their AERRs on their websites and to include the publicly available weblink to the site in their AERR (in both the print and posted versions). They are also encouraged to use tools such as brochures, parent and community meetings to make the information more widely available to parents, the parent advisory council (if applicable) and the broader private school community. Information that is summarized for public distribution **must** include results for all performance measures reported in the private school's AERR.

A private school authority's annual education results report **must** identify how the report was or will be communicated to the public, i.e., indicate that it is posted on the school's web site along with the publicly accessible web link to the document.

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[1] To support school authorities in their local efforts to survey stakeholders, Alberta Education prepared a useful handbook, *How to Conduct Satisfaction Surveys: A Practical Guide to Conducting Surveys within Alberta's Education System*. The handbook can be downloaded from the department's Website: http://education.alberta.ca/media/443322/SatisfactionSurveyGuide_2005.pdf.

Results Report Due Date

Private schools post their AERR **by the due date of November 30** and notify Alberta Education by sending an e-mail to the Zone Director:

- advising that the report has been posted to the private school's website
- providing the publicly accessible web link to the AERR. If the AERR is revised following initial notification, inform the Provincial Coordinator of the changes and re-posting.

Reviewing Annual Education Results Reports

Alberta Education reviews private school authority AERRs to:

- enhance the department's understanding of private school authority's results;
- determine whether the implications of results for the next update of the private school authority plan have been considered, e.g. how shortfalls in performance will be addressed;
- monitor compliance with provincial requirements;
- ensure consistency with the related education plan;
- identify ways Alberta Education can support private school authority results reporting and improvement efforts.

Level 1 **Level 1 private school authorities:** 20% of AERRs are reviewed annually by Alberta Education staff, during on-site monitoring. Deficiencies are pointed out.

Level 2 **Level 2 private school authorities:** all AERRs are reviewed centrally by Alberta Education staff each year and then discussed during an on-site meeting. Deficiencies are pointed out and **must** be corrected.

The Components of Private School Authority Annual Education Results Reports for 2008/09

(due November 30, 2009)

The November 2009 Annual Education Results Report reports on the private school authority's three-year education plan for 2008-2011 and includes the components listed below in bold (revisions since the April 2008 guide are highlighted). A template in Word populated with the Accountability Pillar results for the Level 2 private school AERR is under

development and will be provided to private schools as part of the October 2009 Accountability Pillar reports.

Optional

❒ A **message** from the board chair.

All private schools

❒ An **accountability statement**, worded as follows:

The annual education results report for **(name of private school authority)** for the **(year)** school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Level 2 Required

❒ **For Level 2 private schools**, the **Accountability Pillar Overall Summary** report provided by Alberta Education in October 2009

All private schools

❒ Highlights for the previous school year of the private school authority's **accomplishments** (impact of major activities/strategies), including programs and results of specific populations of students, such as special needs, ESL, FNMI, home education, as applicable.

❒ Report the private school authority's **performance measure results** from the private school's education plans for 2008/09 – 2010/11 in relation to the provincial and school goals, outcomes and targets for 2008/09 in the three-year plan (see facing page for the list of required measures). Specifically, for each required measure, report:

All private schools

❒ the five most recent years of private school and comparable provincial results as, available

Level 1

Level 2

Note: For **Level 1 private schools**, provincial results are comparable to all their required measures results except the survey results, which are based on their own surveys. For **Level 2 private schools**, provincial results are comparable to all their required measures results including their survey results, which are based on the Accountability Pillar surveys administered by the department.

All private schools

- most recent result in relation to the private school target for that year for provincial achievement test results (each grade and subject) and diploma exams (each subject)

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for private school November 2009 AERR.

Categories	Goals, Outcomes and Performance Measures
Safe and Caring Schools **Student Learning Opportunities**	**Goal One: High Quality Learning Opportunities for All** **Outcome: Schools provide a safe and caring environment for students.** • Overall teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. **Outcome: The education system meets the needs of all K – 12 students, society and the economy.** • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. • Overall teacher, parent and student satisfaction with the quality of basic education. • Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. **Outcome: Children at risk have their needs addressed through effective programs and supports.** • Annual dropout rate of students aged 14 to 18 *(high school programs).* • Teacher, parent and student agreement that programs for children at risk are easy to access and timely *(last year to report)* **Outcome: Students complete programs.** • Percentages of students who completed high school within three years of entering Grade 10 *(high school programs).*
Student Learning Achievement, K-9 **Student Learning Achievement, 10-12** **Preparation for Life Long Learning, Employment, and Citizenship**	**Goal Two: Excellence in Student Learning Outcomes** **Outcome: Students demonstrate high standards.** • Percentages of students who achieve the acceptable standard, and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results) [**All private schools** – for each grade and subject; **Level 2 private schools** – also report overall percentage across all grades and subjects] *(elementary/junior high school programs)* Reporting results on the basis of students writing is optional. • Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations [**All private schools** – for each examination; **Level 2 private schools** – also report overall percentage across all examinations] *(high school programs).* • Percentage of students who have written four or more diploma exams within three years of entering Grade 10. *(for high school programs) – clarified wording* • Percentages of Grade 12 students eligible for a Rutherford Scholarship. *(high school programs)* **Outcome: Students are well prepared for lifelong learning.** • High school to post-secondary transition rate within six years of entering Grade 10. *(high school programs)* • Overall teacher and parent satisfaction that high school graduates demonstrate the knowledge and skills for lifelong learning *(required for K-9 private schools and optional for high school programs)* **Outcome: Students are well prepared for employment.** • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. **Outcome: Students model the characteristics of active citizenship.** • Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
Involvement **Continuous Improvement**	**Goal Three: Highly Responsive and Responsible School Authority** **Outcome: The private school authority demonstrates effective working relationships with partners and stakeholders.** • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. **Outcome: The private school authority demonstrates leadership and continuous improvement.** • Overall percentage of teachers and parents indicating that their private school has improved or stayed the same the last three years • Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the private school authority has been focused, systematic and contributed significantly to their ongoing professional growth *(last year to report).*

Notes:
- The results for these measures will be available in the October 2009 Accountability Pillar reports on Alberta Education's Extranet.
- For survey measures, **Level 2 private schools** use results from the Accountability Pillar surveys, while **Level 1 private schools** must report results from their own surveys. Results from private schools' own surveys may be used to report on local measures.
- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- See Appendix B for a brief definition of each performance measure.

All private schools

Level 2 private schools

- comment on results, such as contextual information, factors affecting performance and analysis of results; for Level 2 private schools if results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved Significantly", identify the strategies or action taken by the private school that may have contributed to this improvement.

In addition:

All private schools

- for high school completion rates, report five years of four- and five-year rates as well as the three-year rates – for high school programs
- for post-secondary transition rates, report five years of four year rates, as well as six-year rates – for high school programs

Notes:

- Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is less than six, data must not be reported to protect individual privacy.
- For measures that do not have five years of results, report the available results.
- For provincial achievement tests, reporting results for writers is optimal.

All private schools

❒ Identify **future challenges**, including areas for improvement arising from the results and how the private school will address these.

Level 2 private schools

For Level 2 private schools, this section must contain information on how the private school plans to improve results that have an "Issue" or "Concern" evaluation in May 2009 (October 2009 for achievement test and diploma exams).

All private schools

❒ **Summary of Financial Results**

- provide key financial information about the school year, such as significant changes over the prior year, the annual operating surplus or deficit, accumulated operating surplus and capital reserves
- include program expenditure information in a table or graph format for the primary audience – parents and other members of the school community
- indicate how additional financial information, including the accredited private school authority's Audited Financial Statement, can be accessed.

Level 2 private schools

- **for Level 2 private schools**, provide the total revenue received from Alberta Education in 2008/2009.

All private schools

❒ **Publication:** Private schools must post their AERR for 2008/09 on their website by November 30, 2009 in a publicly accessible format and notify the Provincial Coordinator, Private Schools.

Appendix

Legislation and Regulations – Key Excerpts

Alberta Regulation 190/2000
School Act
PRIVATE SCHOOLS REGULATION

Education plan and annual education results report

18(1) The operator of a funded private school

(a) must develop, implement and maintain policies regarding the school's 3-year education plan and its annual education results report that are consistent with the policies of the Minister, and

(b) must prepare the 3-year education plan and annual education results report as required by the Minister.

(2) Subsection (1) does not apply where the funded private school offers only heritage language programs or cultural programs, or both.

AR 190/2000 s18; 43/2005

Alberta Regulation 120/2008
Government Organization Act
EDUCATION GRANTS REGULATION

General authority to make grants

2 The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made

7 In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)

(a) that the recipient shall

(i) use the grant only for the purpose for which it is made,

(ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,

(iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and

(iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

Appendix

Definitions for Required Performance Measures

A brief definition of each performance measure is provided below. Detailed information on the methodologies used to calculate results is available online in the Methodology for Performance Measures section of the 2007/2008 Ministry of Education annual report (http://education.alberta.ca/apps/annualreport), pages 82-88. The survey measures presented are from the Accountability Pillar surveys, which are used by Level 2 private schools. Level 1 private schools may use different questions for these measures.

Outcomes	*Definitions for Required Performance Measures*
Schools provide a safe and caring environment for students.	**Safe and Caring:** Percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. **Definition:** Teachers, parents and students are asked whether: – students feel safe at school – students feel safe on the way to and from school – students treat each other well at school – teachers care about their students – students are treated fairly by adults at school.
The education system meets the needs of all K-12 students, society and the economy.	**Program of Studies:** Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. **Definition:** Teachers, parents and students are asked about: – the variety of courses available to students/you at school, – opportunities students/you have at school to: • learn about music • learn about drama • learn about art • learn about computers • learn about health • learn another language • participate in physical education. **Education Quality:** Percentages of teachers, parents and students satisfied with the overall quality of basic education. **Definition:** Teachers, parents and students are asked about the following: – overall quality of education in your/your child's school – the quality of teaching in your/your child's school – what is being learned in the core subjects is useful (students), students are learning what they need to know (parents and teachers) – school work is interesting – school work is challenging – learning expectations at school are clear. **Satisfaction with Program Access**: Percentages of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. **Definition:** Teachers, parents and students are asked about the following services for student in schools:

Appendix B-Definitions for Required Performance Measures

Outcomes	*Definitions for Required Performance Measures*
	– academic counselling – career counselling – library services – supports for students with special needs. NOTE: 2009 is the last year to report this measure in the AERR.
Children at Risk have their needs addressed through effective programs and supports	**Drop Out Rate:** Annual dropout rate of students aged 14 to 18. **Definition:** Alberta students aged 14-18 are tracked for one year to determine how many have left the education system without completing. Students are considered to have dropped out if they are not enrolled in the following year or have not met the high school completion criteria, i.e., have not, within the tracking period: received a high school diploma, IOP Certificate, high school equivalency (GED), earned credit in five Grade 12 courses (including four diploma exam courses), or enrolled in a K-12 school in Alberta, an Alberta post-secondary institution or registered in an Alberta apprenticeship program.
Students complete programs	**High School Completion Rate (3 yr):** Percentages of students who completed high school within three years of entering Grade 10. **Definition:** Alberta Grade 10 students are tracked for three years to determine if they have completed high school. Student are considered to have completed high school if they have, within the tracking period: – received an Alberta high school diploma, an IOP Certificate, high school equivalency (GED) – entered a post-secondary level program at an Alberta post-secondary institution – registered in an Alberta apprenticeship program or – earned credit in five Grade 12 level courses, including four diploma examination courses. NOTE: Four- and five-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the AERR.
Students Demonstrate High Standards	**PAT: Acceptable:** Percentages of students who achieve the acceptable standard on Grades 3, 6 and 9 Provincial Achievement Tests. **PAT: Excellence:** Percentages of students who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests. **Definition:** A student achieving the acceptable standard shows an adequate understanding of the core knowledge and adequate basic skills essential core academic subjects: language arts, mathematics (for Grades 3, 6 and 9) and science and social studies (for Grades 6 and 9). A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course demonstrating an ability to integrate information and evaluate it from various points of view. Results are calculated as the percentage of all students in each grade (total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling) who have met the acceptable standard and the percentage who have met the standard of excellence. The overall result is the weighted average of the result for each test. **Diploma: Acceptable:** Percentages of students who achieve the acceptable standard on diploma examinations **Diploma: Excellence:** Percentages of students who achieve the standard of excellence on diploma examinations (overall results - all subjects). **Definition:** Diploma examination results are based on the numbers of students writing each exam who achieve the standards. Achieving the acceptable standard (i.e., a mark of 50%) indicates that the student has met the basic requirements of the course. Achieving the standard of excellence (i.e., a mark of 80%) indicates that the student has performed significantly beyond the minimum requirements of the course. The overall diploma exam result is the weighted average of the result for each exam. **Diploma Exam Participation Rate (4+ Exams):** Percentages of students who have written four or more diploma exams by the end of their third year in high school. **Definition:** The diploma exam participation rate is calculated by tracking Grade 10 students for three school years to determine the percentage of students who have written four or more diploma exams within the tracking period. **Rutherford Scholarship Eligibility Rate.** Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. **Definition:** Starting with 2007/2008 results (provided starting May, 2009), Rutherford Scholarship eligibility is calculated by determining the percentage of Alberta Grade 12 students who have an average of 75% or higher in any of the eligible Grades 10, 11 or 12 courses. Results for 2007/2008 and subsequent years will not be comparable to prior results, which were based on an average of 80% or higher. School aouthorities will receive the 2007/2008 results in May 2009.
Students are well prepared for lifelong	**Post-Secondary Transition Rate (6 yr):** Percentages of students who have enrolled in a post-secondary program within six years of entering Grade 10.

Appendix B-Definitions for Required Performance Measures

Outcomes	*Definitions for Required Performance Measures*
learning	**Definition:** The high school to post-secondary transition rate is calculated by tracking Alberta Grade 10 students for six years to determine if they have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within the tracking period. An estimate of out-of-province post-secondary enrolment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. NOTE: Four-year rates also are calculated and provided to school jurisdictions in May for use in planning. These additional results are required to be reported in the AERR. **Preparation for Lifelong Learning:** Percentages of teachers and parents satisfied that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. **Definition:** Teachers and parents are asked whether: – high school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetimes – students at your school/your child are taught the knowledge, skills and attitudes necessary for learning throughout their lifetimes.
Students are well prepared for employment	**Work Preparation:** Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. **Definition:** Teachers and parents are asked to indicate whether students in your school/your child are taught attitudes and behaviours that will enable them be successful at work when they leave school.
Students model the characteristics of active citizenship	**Citizenship:** Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. **Definition:** Teachers, parents and students are asked whether students at your school/your child's school: – help each other – respect each other – are encouraged at school to be involved in activities that help the community (not asked on the Grade 4 survey) – are encouraged to try their best – follow the rules.
Key outcomes for FNMI students improve. *(Level 2 private schools)*	The measures used for these outcomes are the same as the measures listed above for all students, excluding survey measures. These measures include: – Annual dropout rate of self-identified FNMI students aged 14-18. – High school completion rate of self-identified FNMI students within three years of entering Grade 10. – Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests. – Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations within three years of entering Grade 10. – Percentage of self-identified FNMI students writing four or more diploma examinations. – Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship. – High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10. Results are calculated for FNMI students using the identifier in the student's most recent registration year. This reflects the student's intent to be identified as FNMI. As participation in the self-identifier increases over time, applying the FNMI self-identifier in this way to calculate results also provides the most complete set of results. NOTE: FNMI results will be provided to Level 2 school authorities with the Accountability Pillar reports as available starting in the 2009/2010 school year. The introduction of public reporting of private school FNMI results in a future year will be determined in consultation with stakeholders.
The private school authority demonstrates effective working relationships with partners and stakeholders	**Parental Involvement:** Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education. **Definition:** Teachers and parents are asked: – about the opportunity for parental involvement in decisions about their child's education – about the opportunity for parental involvement in decisions at their child's school – whether parental input into decisions at their child's school is considered – whether parents are involved "A Lot" or "Some" with decisions about their child's education.

Appendix B-Definitions for Required Performance Measures

Outcomes	*Definitions for Required Performance Measures*
The private school authority demonstrates leadership and continuous improvement	**School Improvement:** Percentages of teachers, parents and students indicating that their private school has improved or stayed the same the last three years. **Definition:** Teachers and parents are asked whether the quality of education at your school/your child has received has improved, stayed the same or declined in the past three years. Students are asked: – are you proud of your school – would you recommend your school to a friend (not asked on the Grade 4 survey). **Inservice Private School Authority Needs**: Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the private school authority has been focused, systematic and contributed significantly to their ongoing professional growth. **Definition:** Teachers are asked whether the professional development opportunities made available through the private school authority have: – been focused on the priorities of the private school authority – effectively addressed your professional development needs – significantly contributed to your on-going professional development. NOTE: 2009 is the last year to report this measure in the AERR.

Notes

1. For survey measures:
   - All teachers in K-12 schools and all students in Grades 4 and higher and their parents are included in the Level 2 private school surveys.
   - The surveys of students and teachers are administered online, and the parent survey is mailed to the student's address on file.
   - The percentage for each respondent group is calculated by averaging the responses to all the questions that comprise the measure. The overall percentage is calculated by averaging the results for each respondent group.
   - A four-point scale is used for satisfaction and agreement questions, and don't know responses are recorded.
   - Results for each respondent group also are calculated and provided to school jurisdictions for their use.
2. For measures that track students for one or more years, an attrition estimate, i.e., the number of students in the same age group who have left the province or are deceased, is factored into the calculation.
3. For measures based on the Grade 10 cohort, students are attributed to the school authority where they earned the most credits during high school.

Timeline for Providing Results and Evaluations for FNMI Measures to School Jurisdictions

The timeline below reflects the results that will be available in May 2009 to school boards and charter schools, which have implemented the FNMI self-identifier for several years. Since the collection of the FNMI self-identifier just started in Level 2 private schools in 2008/2009 and likely was not part of the September 30 enrolment count, FNMI results are unlikely to be available for private schools in May 2009. Private schools can expect to receive these results starting in October 2009, as available.

Measure	Results and Achievement Evaluations Available May 2009	Improvement and Overall Evaluations Available
Provincial achievement tests	4 years of results	Starting May 2009
Diploma examinations	4 years of results	Starting May 2009
Dropout rates	3 years of results	Starting May 2010
High school completion rate (3-year)	3 years of results	Starting May 2010
Diploma exam participation rate	3 years of results	Starting May 2010
Rutherford Scholarship eligibility rate	1 year of results	Preliminary May 2010 Full starting May 2012
Post-secondary transition rate (6-year)	1 year of results and achievement evaluation starting May 2010	Preliminary May 2011 Full starting May 2013

Notes

- Results and evaluations of FNMI measures will be provided to school authorities in the Accountability Pillar reports starting May 2009 as available, for their information and use in working with staff, FNMI students and communities.
- Results are calculated for FNMI students using the identifier in the student's most recent registration year. This reflects the student's intent to be identified as FNMI.
- The improvement and overall evaluations for new measures will be phased in instead of waiting for four years of results. Preliminary evaluations will begin with two years of results and will be calculated until four years of results are available for the full evaluation. This new method will be applied starting with the revised Rutherford Scholarship measure and for Level 2 private school survey results.
- One year of results for the 5-year high school completion rate and two years of results for the 4-year rate for FNMI students will be available in May 2009. These rates are not evaluated.
- The basis for calculating the Rutherford Scholarship measure changes for all students starting May 2009.
- Two years of results for the 4-year post-secondary transition rate for FNMI students will be available in May 2009. The four-year rate is not evaluated.

Appendix

Glossary of Planning and Accountability Terms

Accountability: An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. When public funding and responsibilities are involved, accountability includes transparent public reporting of results as well as reporting to the organization, such as a government ministry, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

Accountability Framework: A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward/achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the pr ograms and services that the jurisdiction provides for its students.

Outcomes: Measurable statements of what an organization seeks to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable jurisdictions to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school jurisdiction or school that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school jurisdictions and schools take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Accountability Pillar Evaluation

(in logical, rather than alphabetical order)

Accountability Pillar: The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures, and where results are low or declining, taking action to improve student programs and results in subsequent years. The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

Accountability Pillar Performance Measures: The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all school authorities. Accredited funded private school authorities are required to include the results for this common set of performance measures in their three-year education plans and report the results for these measures in their Annual Education Results Reports. Level 2 private schools are also required to include the evaluations of the Accountability Pillar measures in their three-year education plans and AERRs. The measures draw from various kinds of data, including:

- Results of provincial testing programs,
- Student outcomes, such as dropout and high school completion rates, and
- Student, parent and teacher perceptions.

Category: Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

Evaluation Methodology: The evaluation methodology has been developed which assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The Achievement evaluation is based on comparing the current private school authority result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low, Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the

basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time). The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under "Achievement Evaluation").

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board's results across the three years to create a school board three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability:

- For student achievement measures (i.e., Provincial Achievement tests and Diploma Exams), the baseline three-year average uses data from school years 2001/02, 2002/03, and 2003/04.
- For most student outcome measures (dropout, diploma exam participation, high school completion and post-secondary transition rates), the baseline three-year average uses data from the 2000/01, 2001/02 and 2002/03 school years, except for the Rutherford Scholarship eligibility rate which, starting with the 2007/2008 results, uses data from 2004/2005, 2005/2006 and 2006 /2007 for the baseline three-year average.
- For survey measures, the baseline three-year average uses results from 2003/04, 2004/05 and 2005/06.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the school authority's current result against the authority's previous three-year average using chi-square. (Chi square is a statistical test to determine the probability that there is no significant difference between an observed outcome and the expected outcome. In the case of the Accountability Pillar improvement evaluation, the chi square test is used to determine the probability that there is no significant difference between a school authority's current result on a measure and its prior three-year average for that measure.) The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined, Declined Significantly.

Overall Measure Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall measure evaluation is calculated, which reflects both the achievement evaluation and the

improvement evaluation. The overall measure evaluation is reported on a five point scale: Excellent, Good, Acceptable, Issue, Concern.

Category Evaluation: For each category of Accountability Pillar measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following numbers to the overall evaluation for each measure: Excellent: 2; Good: 1; Acceptable: 0; Issue: -1, and Concern: -2. These values are averaged and rounded to the nearest whole number. This result is then compared with the above list of assigned numerical values for each of the five evaluation ratings to determine the evaluation for the category.

Improvement/Decline: Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- an **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.
- a **significant improvement or decline** (at the 5% level of confidence, or nineteen times out of twenty) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Target: Targets related to achievement standards are set for each year of the plan when the evaluation of results for a measure is "Issue" or "Concern". These targets for Accountability Pillar measures:

- have a higher numerical value each year than current result (except for dropout rates, where a lower result shows improvement)
- show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be "Maintained," and could be "Improved" or "Improved Significantly."

Appendix

D

Development of the Accountability Pillar

Drawing on the work of the Funding Framework Review Committee and the Review Committee on Outcomes, the Accountability Pillar Design and Implementation Advisory Sub-Committee (the sub-committee) worked with Alberta Education to develop the Accountability Pillar, including identifying the common set of performance measures. The following organizations were represented on the sub-committee: Alberta School Boards Association (ASBA), College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta (ASBOA), The Alberta Teachers' Association (ATA), Alberta School Councils' Association (ASCA), Fédération des conseils scolaires francophones de l'Alberta (FCSFA).

The sub-committee's guiding principles for the Accountability Pillar:

- transparent process
- emphasis on achievement
- holistic approach to evaluation
- on-going collaborative processes
- all jurisdictions can succeed.

The Accountability Pillar is aligned with Alberta Education's goals and outcomes for the K – 12 system and is integrated with the Accountability Framework in place since 1995. The Accountability Pillar focuses on:

- supporting continuous improvement
- improving student outcomes
- providing a clear understanding of jurisdiction performance and successes.

Appendix

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